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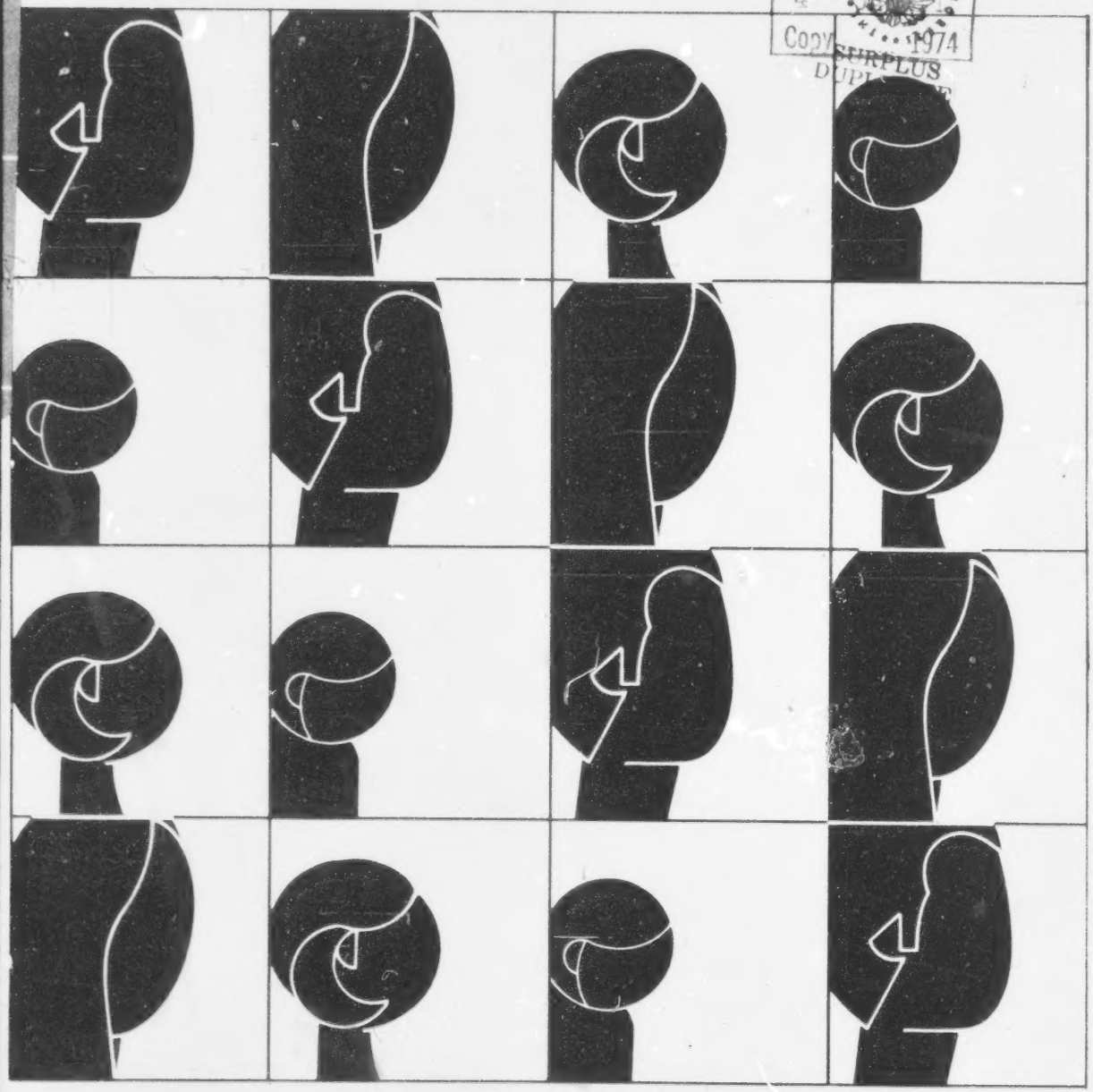
ABSTRACT

The extension staff handbook of ideas for young families consists of five sections: Young Family Profile, Identifying Young Families, Involving Young Families, Educational Approaches, and Keys to Successful Young Family Programs. The young family of the seventies goes beyond the traditional definition of family and reflects varied life styles, needs, interests, and aspirations. Suggestions for the extension worker cover use of records, publicity, committees, person-to-person approaches. self-help, group activities, media, and volunteers. (EA)



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Reaching & Teaching Young Families

A Handbook for Extension Staff

Extension Service
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FOREWORD

Young families are different in many ways from the more mature families served by the Extension Service. One difference offering the greatest potential for Extension influence is that new skills and attitudes acquired by young families will have long-range benefits for them and for society. Helping a young family get off to a good start has a bearing on the rest of the life cycle of that family, and the effect may extend through several generations.

This handbook has been prepared to help you reach and teach young families in your community. It includes ideas others have tried and found successful. Your particular abilities and situations will determine what is applicable in your area. Add your own innovative and creative ideas and adapt these suggestions to meet the needs and interests of young families locally.

Betty Bay
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Young Family Profile

Ogden Nash facetiously defined a family as a unit composed of children, men, women, an occasional animal, and a common cold!

The dictionary says the traditional family is the basic unit of society having as its nucleus two or more adults living together and cooperating in the care and rearing of their own or adopted children.

However, the young family of the "70's" goes beyond the traditional nuclear definition. Today a family may be:

- several adults living together
- a single adult
- a single parent with one or more children
- a couple—with or without children.

There are more than 60 million people in the United States between 15 and 34 years of age. This represents 30 percent, or more than one-fourth of the total population. This segment of society includes most of the individuals in the young family category, but numbers alone do not give a clear perspective of the potential young family audiences.

Young families classified according to age include (1) those headed by older teenagers and young adults with living arrangements apart from the parental family, and (2) couples living with relatives.

Within the young family category are specialized subgroups describing the potential young family clientele. These subgroups may overlap:

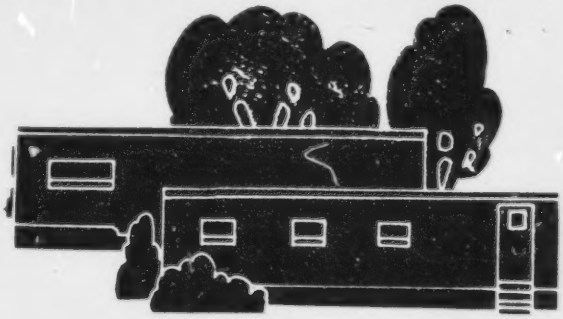
- older teenagers
- high school dropouts
- engaged couples, perhaps living together
- premaritally pregnant girls
- newly married couples
- new parents
- families with preschool children
- one-parent families
- working single male or female (may live in a cooperative or a bachelor apartment)
- working wife and/or mother; husband and/or father
- communal groups.

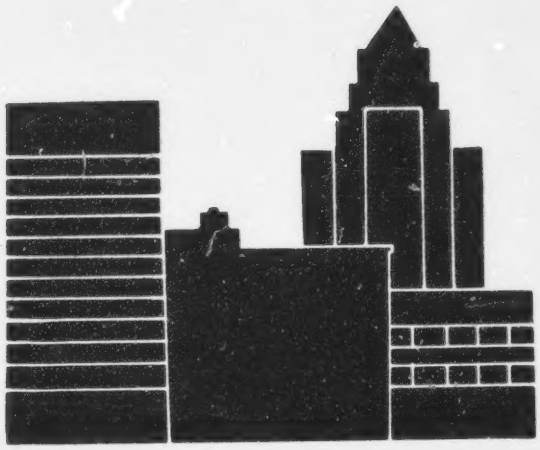
Characteristics of Young Families

Some of the characteristic life styles, needs, interests, aspirations, and desires of young families are . . .

MOBILITY AND LOCATION

Moving is characteristic of most young families. In 1970, 37 percent of people in their 20's changed residence at least once during the year. Moving may be because of a change in employment, education, military service, or a





need for better housing. Young families tend to collect in and around middle-sized cities.

They frequently move into lower-priced housing areas such as mobile homes and apartments. Some will live in bachelor apartments and cooperatives. When buying homes many young families prefer condominiums or townhouses with built-in caretaker services.

LIMITED RESOURCES

When needs are greatest, resources are usually shortest. A young family may:

- Have limited resources including money, education, and transportation, resulting in restricted choices and opportunities.
- Lack experience in how and where to obtain information.
- Lack skills or techniques in home and family living.
- Have limited training in homemaking activities, household repairs, etc.

GROUP ACTIVITIES

Many young families are *not oriented to group activities.* Methods such as mass media or personal contact may be needed to involve them in educational programs. However, some young families will attend meetings if:

- They are held at a convenient time and place, such as in the evening and in a local area with parking facilities.
- The subject matter content meets their needs and interests.
- Transportation is arranged.
- Baby-sitting is provided.

WORKING IN THE LABOR FORCE

Statistics show that 46.9 percent of the 32 million women in the labor force are between 16 and 34 years of age. Many continue working after the arrival of children. They merely take maternity leave for a short time.

At least 4.3 million mothers with children under six years old work outside the home.

Predictions are that 9 out of 10 girls will combine employment with marriage.

Trends that encourage young mothers to stay in the labor force are:

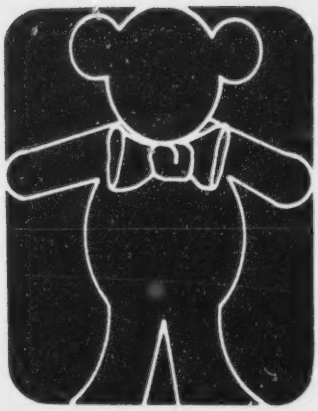
1. Parents can now receive tax deductions for child care expenses while working.
2. "Day Care Centers" with trained personnel are receiving national emphasis. When available, these centers will make working more attractive for mothers of preschool and school-age children.

With women working, young families may have more money to spend, yet have very little training in time and money management. They may have limited time for homemaking activities and limited skills in home and family living.

SPECIAL NEEDS

Some young families have special needs such as:

- How to cope with or avoid overextended spending—using credit to buy homes, cars, furnishings, and appliances.
- How to meet the demands and pressures of executive living, such as entertaining the boss, relatives, and friends, with little knowledge or experience in "entertaining on a budget."
- How to meet the pressures when the husband is unemployed or in school.
- How to provide for the family when a parent is without a partner.
- Need for assistance in sharing finances, time, energy, and responsibilities when living in cooperatives or communes.
- How to improve individual status when a young man or woman, undereducated or unskilled, struggles for an education while the partner works to put him or her through school.



FAMILIES WITH PRESCHOOL CHILDREN

Birth of the first child changes the relationship between young couples. These first years are critical for the development of the child, and for the parents who find that children limit interaction with other adults and with each other.

New parents need assistance while adjusting to a completely different way of life—in family relationships, in financial management, in demands on time and energy.

Studies indicate the importance of the *first 5 years* of a child's life in terms of its future growth and development. Some of the findings suggest that:

- The most formative and irreversible learning occurs during the first 4 years of a child's life.
- The typical child attains half of his physical growth by age 2½, and half of his cognitive ability by age 4.

Educational programs for young parents can strongly influence more than one generation.

Arrival of a child may create a desire to improve homemaking skills when less time may be available to learn them. Birth of a second or third child brings still more demands on time, energy, and money. Then parents often become more interested in management and child development.

Childbearing has long been a major source of satisfaction to young families. Today, the current threat of over-population is leading to anti-child attitudes. Motherhood is no longer seen as the "noblest and most important of all occupations." Between 1964 to 1970, the average size family dropped from 3.33 to 3.17 persons.

CULTURALLY MIXED BACKGROUNDS

Major adjustments may be necessary when members of a young family come from cultural backgrounds that may be different in:

- ethnic character
- rural or urban origin
- income levels
- educational levels
- cultural advantages and experiences
- food habits
- male and female role expectations
- language.

Values and Attitudes

TEACHABLE MOMENTS

An educational psychologist has stated that "Early adulthood is the fullest in teachable moments and the emptiest of efforts to teach."[1] A teachable moment is a period when interest, willingness and need to learn are at a high point.

Another educator suggests that individuals learn best those things that are necessary for them to advance from one phase of development to another. Each of these developmental tasks produces a "readiness to learn" which at its peak presents a "teachable moment."[2]

Factors which relate to probability of change in young families include:

- Ability to change their attitudes and practices with minimal difficulty.
- Many teachable moments, although these may be of short duration.
- Enthusiasm concerning new experiences.
- Eagerness to learn, if the information meets a need or a desire.

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1. Robert J. Havighurst, *Developmental Tasks and Education*, (New York: David M. Kay Co., Inc., 1965) pp. 72-73.
2. Malcolm Knowles, "Program Planning for Adults as Learners", *Adult Leadership*, Vol. 15, No. 8 (February 1967) pp. 267-268.

- Interest in trying out new knowledge and skills when learned, yet a need for continuing help and reassurance until the "new knowledge and skills" become habits.

STAGE IN LIFE CYCLE

Young families are in the period of the life cycle which usually contains the first job, the first mariage, the first pregnancy and the first experience of establishing a household. In times such as these, individuals have many teachable moments and may engage in learning in response to pressures from current life problems.

A teenage family may still be rebelling against parents, school, and formal learning—still working through its own growth process.

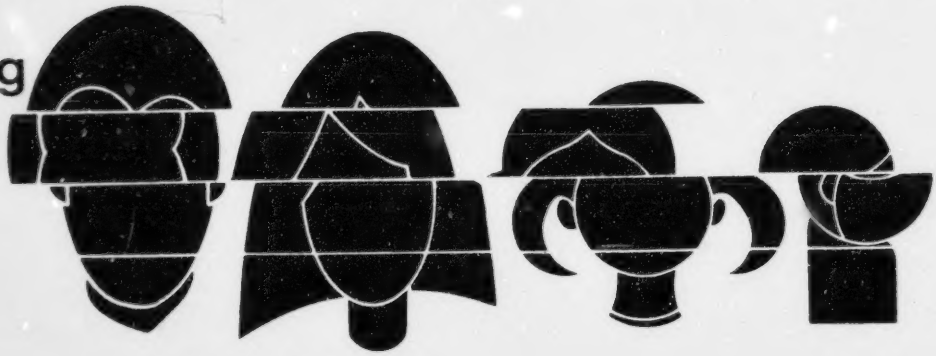
Many young families have not learned practical homemaking skills and may not be prepared for the many responsibilities of family life.

In the first months and years of marriage and living apart from the parental family, young people establish attitudes and patterns that may last a lifetime.

- Young families are beset with pressures to make decisions about the allocation of their resources. Extension Service personnel can assist them in learning managerial competence.
- Food habits become set patterns as young couples merge their individual food habits. Education on good nutrition can help young families make wise choices and form good food patterns.
- All areas of family living and family relations can be enriched through educational experiences.

Working with young families gives you an opportunity to help young couples get a good start in life. A job well done with young families can have lasting effects through the rest of their life cycle and for future generations.

Identifying Young Families



Young families have to be reached before they can be helped, and they have to be identified and interested before they can be reached.

The Extension Service has been highly successful in reaching and teaching many different audiences, but these audiences should include a higher proportion of young families. You may need to use a different method to find and hold the interest of this fast-growing potential clientele.

Locating young families is not difficult, but it does take time and effort. There are well-identified ways and places to obtain names of young families.

People and Organizations

Many local people have contact with or know members of young families. In some areas, they will give Extension personnel a list of names, elsewhere they may only organize classes or send out Extension material and information. In other places, they may help with the promotion of Extension programs for young families.

Some helpful people and organizations:

- *Members of Extension homemakers' clubs*, who may have daughters, sons, relatives, neighbors, and friends who are members of young families.
- *Older 4-H members* who need to prepare for family living, or former 4-H members who have already formed young families. *4-H Club leaders* or *project leaders* may know young couples.
- *Program aides* or *paraprofessionals* working with the Expanded Food and Nutrition Program have contact with or know many young homemakers.
- *Clergymen* and *church school nursery teachers* are excellent sources of contact. If they do not give out names of young families, most of them are willing to organize classes and help promote Extension programs. They will often provide a room for the meeting and help with the care of children. Religious groups other than churches include:

  Ministerial Associations
  Ecumenical Institute
  United Council of Churches
  Campus Crusade
  Young Men's and Women's religious organizations
  Jesus groups
  Ethnic religious groups

- *School staffs* in contact with young men and women include:
  Administrators or supervisors of *Day Care Centers, Head Start, nursery schools,* and *kindergarten.*
  High School guidance counselors, principals, and teachers.
  Vocational, technical or *trade school* instructors.
  Business and *secretarial school* teachers.
  School census takers.
- *Home economists* in high schools, colleges, universities and corporations. Extension home economists in other counties or areas may have names of young families.
- *Agencies working with housing:*

  Public housing authorities

  Owners of mobile home parks

  Managers of low-priced apartments

  Federal Housing Administration

  Housing and Urban Development (HUD)

  Farmers Home Administration (FHA)

  Settlement houses

  Homes for pregnant girls

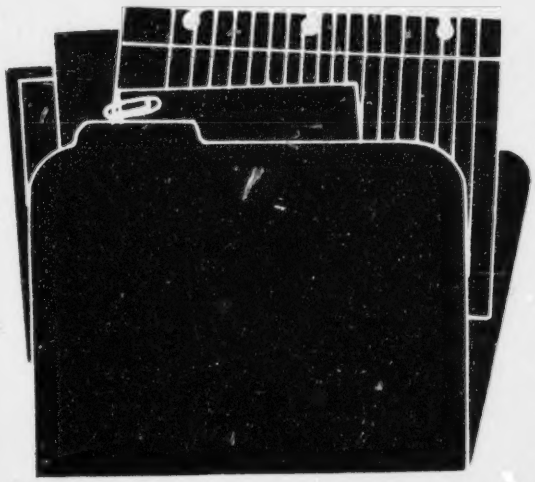
  College and university student housing areas

  Model Cities

  Rental and real estate agencies.

- *Workers in child welfare.*
- *Public health* and *visiting nurses, Red Cross,* and members of the *Board of Health.*
- *Well-baby clinics, health centers, family planning clinics.*
- *Child development centers.*
- *Parents Without Partners.*
- *City and county recreation and social centers:*

  Youth and young family swimming classes



  Dancing classes for children

  Bowling clubs

  Bicycle clubs

  Square dance and other dance clubs

  Other family activities.

- *Welcome Wagon hostesses* and *civic leaders.*
- *Librarians* may have a "Children's Story Hour." They are usually willing to arrange an Extension class for the mothers at the same hour.
- *Labor union directors, personnel managers* of factories and offices where secretaries are employed. People in charge of *Family Food Donation Centers, Health Food Stores.*
- *New Accounts Managers* in banks might enclose an Extension leaflet in statements to young families.
- *Personnel officers* in *Veterans Administration* offices and on military bases will have a high percentage of young family men on their rolls.
- *Officers' and servicemen's clubs* or auxiliary organizations.
- *Political organizations* have names of many young families in their districts.
- *Chamber of Commerce*—especially the *Junior Chamber of Commerce.*

- *Ethnic groups*, united through a common, cultural, racial, or national background.
- *Community Action Groups* with mutual interests and goals, such as peace, health, ecology, community improvement.
- The *police department*, *juvenile judge*, and *bar associations* are often overlooked sources.
- *Social* or *service clubs* which have contact with many young families include:

  Kiwanis, Rotary, Elks, Lions, Quota Altrusa, Zonta, and many others

  Athletic clubs

  Garden clubs

  Youth guidance councils

  Sorority and fraternity members, alumni groups, college groups

  American Association of University Women

  Parent-Teachers Association (PTA).

- *Young family neighborhood clubs* include:

  Mothers or parents of twins or triplets

  Young adult clubs sponsored by business groups

  Parents' Forum

  Church circles and Sunday School classes

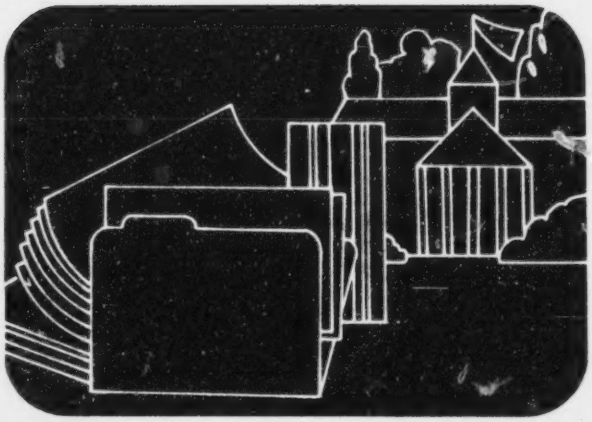
  Working girls and business women's groups

  College wives.

Local Records

Names of young families can be obtained from newspaper announcements and official registers. After obtaining a list of the potential young family clientele, the next step may be to contact the families, to find out if they *want* to be on your mailing list and receive Extension material.

Local newspapers usually carry engagement, wedding, or celebration announcements.



Birth announcements give the names of new parents.

County Clerk's office might supply the names of couples who apply for a marriage license. Bride and groom information packets are often given out at the clerk's office.

Registrations:

- Prenatal classes taught by a nurse from the county health department or the Red Cross
- Bridal registry at a local store
- Adult education classes
- Married student housing on a college campus.

Other Methods

PUBLICITY can help you locate young family clientele.

- Get a leaflet to the target audience.
  - —Hang a flyer on the doorknob or place it under the door in low income housing (apartments, mobile homes, etc.).
  - —Head Start, day care center, nursery school, and kindergarten teachers might send Extension leaflets home with the children.
  - —Get permission for stuffers in bank statements, welfare pay envelopes, grocery bags, and utility company bills.
  - —Many organizations, companies and agencies will give out Extension brochures to their clientele.
  - —Welcome Wagon and similar groups will usually give Extension brochures to the newcomers.

- Request help from local churches. Many ministers will put announcements of Extension activities in church letters and on their bulletin boards. They will often organize young family groups for an Extension class.
- Make announcements through mass media:
  —daily and weekly newspapers
  —shopper's weekly
  —student papers
  —radio and TV spots
  —Extension newsletters and all of the regular outlets.
- Encourage homemakers to give a "gift subscription" to young families for an Extension correspondence course.
- Announcements of young family programs might be placed in:

  Laundromats

  Laundry rooms and elevators of apartment buildings

  Supermarkets, local grocery stores, drive-ins

  Carry-out shops, restaurants, theaters

  Bowling alleys

  Doctors' and dentists' offices, well baby and family planning clinics

  Department stores—infant and childrens' section, career girl and sporting goods section

  Beauty shops, banks, drug stores, furniture stores

  Student centers or neighborhoods where students' families are found

  Libraries—city, county, university, mobile

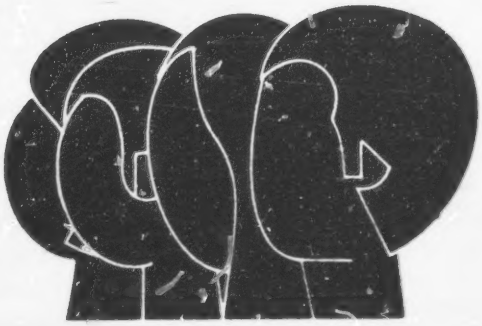
  Technical or trade schools

  Any area frequented by young families.

Suggested Approach

1. **Use a combination of methods to locate the potential young family clientele.**
2. **Enlist volunteers to help compile a list of names of young families.**
3. **Have a secretary or a volunteer record information about each family and keep the "young family file" up-to-date.**
4. **Make personal contacts to change a list of names into familiar faces. Volunteers can help with person-to-person visits. If time for personal visits is limited, first contacts might be made by telephone—by volunteers.**
5. **Maintain a record on each family as it develops through its life cycle.**

Involving Young Families



Many educators believe that people learn best when they are involved in planning, implementing, and evaluating their own educational programs. This approach to learning has been used successfully by Extension for many years.

Those planning programs involving young families need to understand:

- What educational programs for young families are available through the Extension Service.
- Other resources for innovative programming geared to the special interests and needs of the young family.
- Both felt and unfelt needs and interests.
- How to make contact with available services.
- How young families are affected by their community and Nation.

Young families often ask for opportunities to attack critical problems and to be involved in program planning and implementation. They want to take an active part in helping themselves and others adjust to changing life styles.

Involvement of young families in the initiation, development, and implementation of their educational activities should:

- Provide learning experiences relevant to their life styles.
- Result in learning activities that reflect their needs, problems, and concerns.
- Create enthusiasm and interest among participants.
- Speed up needed changes within young families.
- Help young families recognize "unfelt needs".

Involvement might be through informal methods, through young family committees, and through the assistance of other people in your community.

The Informal Way

At times, Extension workers have involved potential young family participants in programming by means of home visits or conferences. These informal discussions with a representative number of families help the Extension staff discover the real problems and concerns of the clientele.

As a result of these personal contacts, Extension educational programs for young families can be problem-centered, rather than offer learning activities in subject matter only.

The Committee Way

Young family committees should be composed of *both* young men and women in the community who have *similar* interests, problems, and concerns.

A number of committees within the young family category can meet the needs and interests of specific audiences better than one large 'young family committee." A committee might be formed for each subgroup which has different needs and interests such as:

- working men and women
- new brides and grooms
- pregnant women
- new parents.

The subcommittee could help decide:

- The subject matter of their educational programs.
- The methods to be used in teaching.
- Whether to schedule a workshop or class; when, where, and how often it should be offered.
- Whether they could join forces with other organizations with similar programs.

Through Others

In addition to involving young family participants, it is important to include in the programming all the men and women who contribute or are responsible for different phases of the program. Involve:

- *Extension staff*—Program leaders and administrators, state agents and supervisors, subject-matter and information specialists, county and local Extension staff, nutrition aides.
- *4-H leaders and members of homemakers' clubs.*
- *People from other agencies and organizations.*
- *Volunteers.*

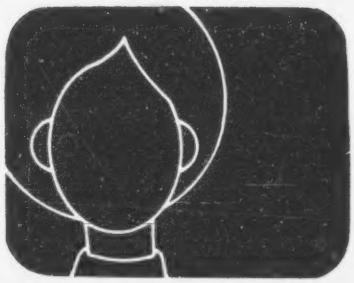
Activities That Involve

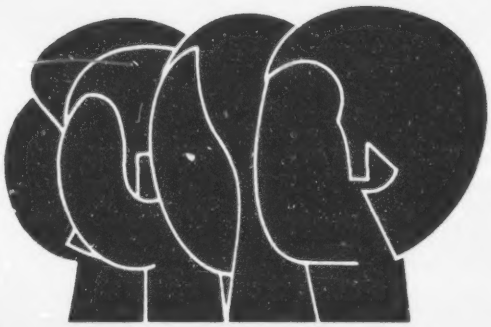
Committees, participants and volunteers can help:

- Assess local community needs for young family educational programs (how many young families in population, etc.).
- Gather information and identify the needs and interests of local young families. Listen to what these families are saying!
- Assemble and maintain a current list of young families.
- Determine the kinds and number of subgroups in the young family category for immediate and future Extension efforts.
- Prepare and distribute posters and notices, and help with other recruitment efforts.
- Prepare a newsletter and give suggestions for its content.
- Prepare visuals and news articles, cut stencils, assemble newsletters, etc.
- Participate in radio and TV broadcasts.
- Bring other resources to the group, such as, bankers, lawyers, doctors, etc.
- Carry out details of meetings or classes:
  - —act as "host and hostess" to welcome participants and help them become acquainted,
  - —serve as instructors, when qualified (i.e., volunteers with specific subject matter knowledge and training),
  - —recognize young families completing an Extension course.
- Provide babysitting or transportation services.
- Provide money for incidental expenses (refreshments, etc.).
- Gather information to evaluate the program and be aware of the correlation between planning and outcome.
- Evaluate and improve the Extension activities, programs, and publications for young families.
- Maintain a library of Extension publications in places where young families gather.

Let young families decide what activities they would like. If they do not want to work on the details of programming, perhaps volunteers will assist.

Educational Approaches





Extension is reaching and teaching young families through many innovative and creative approaches.

Person-to-Person

- *Extension Program Aide* or *Young Family Extension Assistant*—Person-to-person contact has been very successful in teaching young families. The work of aides in the Expanded Food and Nutrition Education Program is a good example.
- *Volunteers*—Many people are willing and prepared to assist young families. Some who might volunteer are:
  —members of Extension homemakers clubs
  —church men and women
  —senior citizens
  —retired professionals
  —active professionals for limited tasks, such as, doctors, lawyers, businessmen
  —labor union craftsmen, advising on home maintenance.

Volunteers usually have some experience and training in a special subject matter area. Some volunteers will need a refresher course which could be given by the Extension staff or through a self-study packet.

Self Help

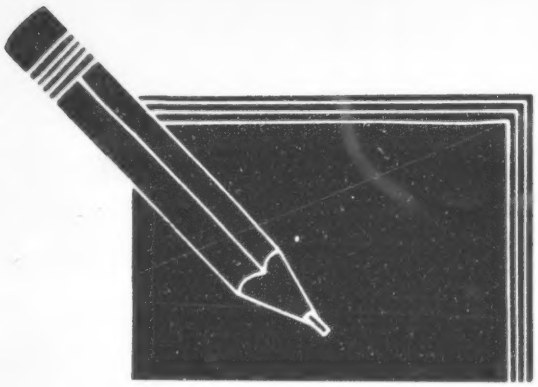
Many young families are tied down with homemaking activities and are not inclined to join groups. They appreciate a chance to learn homemaking skills at home when it is most convenient for them.

Newsletters mailed directly to young families give information on such subjects as child rearing, management of resources, food buying and preparation, house furnishing and cleaning, etc. The needs and interests of young families determine what is included. Besides giving factual information, newsletters can create interest and build awareness of other Extension programs.

- *The general newsletter* has a regular mailing date, is sent once or twice a month. It retains the same format, but may cover more than one subject.
- *Newsletters* may be written for a special *target audience,* such as: Prospective brides and grooms, newly married couples, new parents, secretaries. If the subject matter is well chosen, this type of newsletter has great potential for reaching young families close to a 'teachable moment." However, this audience grouping lasts only a short time. Our challenge is to transfer these families from a "special audience" newsletter to a general letter or other Extension activities.
- *Series newsletters* offer indepth training in one subject-matter area. A family enrolls and may pay a small fee. The letters are mailed weekly until the series is completed. An evaluation form is sent with the last letter. Some Extension personnel suggest sending material to families only when requested.

Newsletters are one form of home study. Other methods of self-help you might use to reach and teach young families include:

Correspondence courses. These have been developed to assist young families at home during their spare moments. This method is usually



more detailed than the "series" newsletter. A quiz may be included with each lesson. The quiz is graded and returned. The grader's comments on the quiz may encourage the family to exert greater effort to understand the subject. Volunteers or Extension staff are needed to handle the details.

A correspondence course might be supplemented by radio, TV, newspaper, telephone, or other media. The more varied your methods, the more families you will reach and the more learning will be put into practice.

Independent self-study courses. An individual or family may buy a course from the state university extension department. The entire course is studied without contact with Extension staff. When the course is completed, a test is taken and sent to the state office for grading.

Group self-study class. Eight to twelve people form a class and as a group study a packet of material prepared by the Extension staff. Each member of the class helps teach the lessons.

A study room or learning center. This is provided in the county or local Extension office, library, school, or any convenient location where people may go to study educational material on a special subject.

The self-instruction room or leisure learning center might be divided into carrels or individual teaching booths. Each carrel could be equipped with programmed machines such as projector, recorder, TV, listen-and-learn cassettes, etc. Supplementary materials could include workbooks, learning games, etc. The learning center might be coin-operated and pay its own way.

Home-study kits and packets. These may be borrowed like a library book, or a young family may buy or be given the packet from the Extension Service.

Packets may relate to a target audience:

- *Bride and/or groom packet*—A collection of appropriate bulletins, leaflets, fact sheets, or other printed material assembled in an attractive folder or envelope. A letter of introduction about the Extension Service should be included with the packet. Packets could be made available . . .

  —Through the county clerk's office when couples buy a marriage license, or attractively displayed and given out on request.
  —By volunteers or members of homemakers clubs.
  —By Extension staff at the office.

Some Extension workers feel that young couples are more receptive to educational information after several months of marriage.

- *The Bachelor (boy or girl) kit*—presented to high school graduates, factory and office workers.
- *Parents of pre-schoolers*—a collection of publications on child care and development.
- *Community Newcomers*—These packets could be distributed to young families by Welcome Wagon hostesses or others. This has proved very successful in some states.

Packets may be concerned with a special interest such as:

- Food from a child's viewpoint.
- Discipline for the young child.
- Management of family resources.
- Points on building a house.

Self Instruction Kits may have more meaning and value to young families if trained young couples serve as coordinators for the program. Visuals for the kits can be placed in a local library or mobile unit where young families can study at their convenience.

Publicize the availability of self-teaching opportunities through newsletters, mass media and other methods.

Group Activities

Group instruction helps extend Extension information to many more young families. Methods of teaching groups include:

Classes or short courses may have one or two days for learning and practicing basic homemaking skills, such as a "clothing remodeling" workshop. Often volunteer instructors are willing to repeat the lessons for new participants.

Seminars and discussions. Young families share ideas and suggest solutions to problems. Ministers and other professionals will often serve as leaders.

One-day schools or meetings. Some themes for these might be:

- *Sew-a-Thon or Sew Fair.* One state reported that the largest group participating were young homemakers 25-35 years of age.
- *"Health-a-rama—Mission Possible"*
- *"Food on Parade"*
- *"Consumerama"*—Spending money in the marketplace.
- *Engagement party*—A Welcome Wagon or other hostesses may request assistance from the Extension staff in giving a party for the engaged girls in the community. This is an excellent contact with a potential young family audience.
- *Special Interest "Party Plan."* Several young families meet and learn a specific skill, or acquire needed information. Each couple agrees to teach several other couples the information they acquire.
- *A "Mr. and Mrs. To Be"* school is offered once a year for prospective brides and grooms. In some communities, the Extension homemakers' clubs sponsor the event. Members help with publicity, exhibits, instructions. Young families receive useful and timely information, and get acquainted with other Extension education opportunities.
- *"Baby Briefs" or "Babyrama".* This event for expectant parents is held at night. Blue and pink posters in conspicuous places could announce the event. Local stores display baby furniture, clothes, toys and food. Door prizes provided by the stores, and wrapped in blue and pink are given to the "lucky winners." Talks are given by an interior decorator, Extension specialists, a doctor, a medical-social worker from a family planning center, and others. Subjects might include:
  —Buying baby furniture
  —Decorating for the baby
  —Buying the layette
  —Family planning
  —Mother and infant nutrition
  —Child development
  —Making vs. buying the layette
  —Using secondhand or unfinished furniture.
- *"Young Family Fair."* Exhibits and demonstrations are presented by older homemakers' club members for young families.
- *Family Fun Night.* Involves the whole family. Invite the young families in the community to a potluck supper in a church or a school gymnasium. Each family draws a "family portrait" on large wrapping paper. Later, adults and children are divided for separate activities. Follow-up for "Family Fun Night" could be a get-together to develop a "Family Crest." Each crest should represent in pictures (not words), the values of family members.

Educational Camps, Tours, Field Trips, Picnics—for instance:

- Picnic-ecology field trip
- Tours to grocery stores, furniture stores (new and second-hand)
- Family camp—entire families spend one or two days at camp under the direction of Extension, or through interagency cooperation.

Mobile Teaching Units—a way of teaching the hard-to-reach, particularly in isolated rural areas or in concentrated young family city blocks.

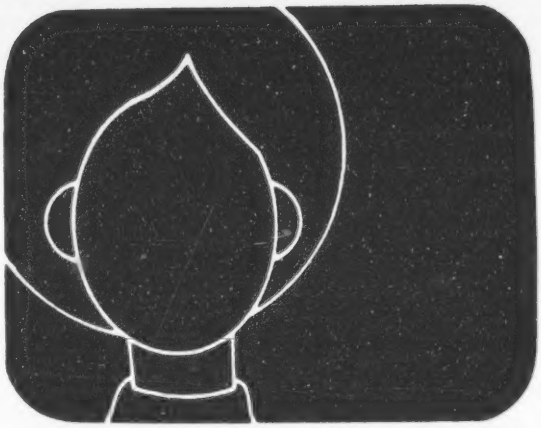
An old bus might be renovated and converted into a mobile educational unit or classroom. It can be used as a meeting place and may hold as many as 24 people. It can be a fully equipped classroom using slides, TV tapes, movies, and other teaching materials.

Thrift Shop. Civic service clubs, businessmen and interested citizens might help start a thrift shop. It should be centrally located where young families can meet for classes, and can serve as a shop where low-income families can buy furniture and clothing. Volunteers might run the shop.

Reaching Employed Families

Young working families might be reached in one of the following ways:

- *Coffee breaks* offer an opportunity for a three to four-minute taped message illustrated by colored slides. This requires automatic equipment and cooperative planning by Extension staff with the employer.
- *A library of Extension publications* might be available during coffee or lunch breaks.
- *Lunch-N-Learn* programs could be arranged for young employees who want to combine a noon-hour sack lunch with time-saving or life-enriching demonstrations. Subjects that appeal to young workers include:
  —"Jet-style Packing"
  —"Fashions for Him and Her"
  —Quick, convenient meals
  —Time management
  —Money managment.
- *Classes during working hours* and on-the-job training have been very successful. Managers may arrange Extension classes for their employees. Some employers feel that efficiency in the home influences employee productivity and request help from Extension staff for such classes as "Time and Money Management."
- *Evening classes or workshops* also appeal to employed young men and women.
- *An Extension newsletter* can be geared to working people.



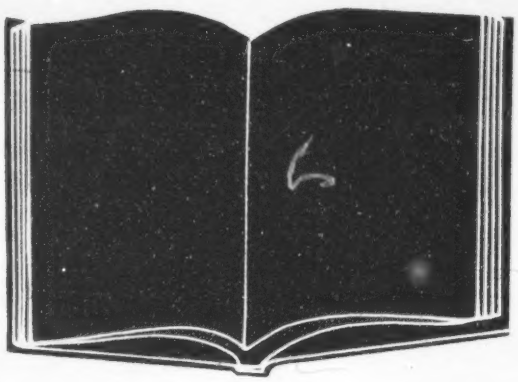
Using Media

TV Programs. Along with home study guides, TV may be a good way to get information to young families:

- TV programs may be videotaped and reused many times.
- Spot TV announcements can help focus attention and develop interest.
- One-concept educational lessons via TV can be a useful training method.
- Video-cassettes are now being tested. As costs of production decrease, educational function will increase. When available, this could be a successful form of class study or self-help. Some states are developing educationa. material for these cassettes.

Radio Tapes. Spot announcements of one, two, or three minutes are preferred by most stations, although tapes can run 15-20 minutes on topics of special interest. Combined with series newsletters or a correspondence course, radio programs can reach many people. Some young families who may not watch educational television may listen to a radio.

Newspapers and Magazines. Young families might be reached through regular, weekly, or daily newspaper columns. Once a year a special section of a Sunday newspaper in a large metro area might be aimed at young family audiences. Features could be prepared by state specialists and keyed to the needs and interests of the clientele. Sections could be devoted to topics such as: "Brides and Grooms," "Young Families in the Labor Force," "Parents of Preschoolers," "Bachelor Men and Women."



Announcements of young family workshops and meetings may be placed in local papers. Include a coupon for registration or further information.

Extension staff might prepare a quarterly magazine especially for young families, with timely subjects of interest. This could be sold by subscription.

Leaflets, Fact Sheets, and Bulletins might be used as a "library" of Extension publications, to put timely information geared to the needs of young families in places they frequent. Exhibit them:

- In laundromats, shopping malls, doctors' and dentists' offices, lunch rooms, and check-in areas in offices and factories where young people are employed.
- On peg boards and bulletin racks. Display one copy with information on how to order.
- On a special shelf in a library for young families. Contact the librarian to get permission and cooperation. Keep the shelf supplied with current Extension bulletins or loan packets.

These publications could be used as flyers and envelope stuffers:

- Social service and welfare workers might include these with monthly checks mailed to welfare clients.
- Leaflets on care and repair of homes could be used as under-the-door flyers placed in low-income housing developments. Managers might distribute them when tenants pay their rent.
- Grocery store managers in low-income communities may be willing to distribute Extension flyers on food and nutrition to customers.
- Teachers in Head Start, day care centers, nursery schools, or kindergarten will often send Extension flyers home with the children.
- Telephone and other utility companies might send out Extension flyers with monthly bills.

The Telephone as a Teaching Medium. Using a well-organized presentation over the telephone, some Extension staff find they can reach more people with less travel and still teach effectively.

The telelecture is very flexible because:

- It can be initiated at the time which fits best into the teaching pattern.
- Class length may vary from a few minutes to two or more hours.
- Unlike TV or radio, there are no 14-minute or 30-second spots to be filled.
- It can reach any number, from a small group to an auditorium full of people. At the receiving end, it will be more effective if a coordinator visualizes the telelecture, using slides, overhead projector, flip-charts, or other audio-visual aids.

"Telewriter" or "Electric Blackboard" is a variation of the telelecture which enables a teacher to project writing on a screen at the receiving end of his presentation. This technique requires another pair of telephone lines and therefore doubles the line charge, if you don't have access to a Wide Area Telecommunications Service (WATS) system. It is a very effective method for a series of lectures being held at the same place.

Telephone Answering Service. A direct line into one state Extension office is giving on-the-spot individual assistance to young families. This is located in a large metro area and reaches families in seven counties. One or more home economists on duty answer questions, using files and reference materials prepared by specialists. This service includes referral telephone numbers for questions on subjects other than home economics.

"Mini Lessons"—Tape by Telephone. The caller gets a short taped lesson on a subject such as nutrition. The lesson changes each week.

"Dial Market—Food Buys." By dialing a special number, a caller gets suggestions on food buys for the current week.

Radio-Telephone Question and Answer Program. Some states have a live half-hour program, five days a week, sponsored and conducted by the Extension Service. These programs are on a topic of current interest to the potential audience.

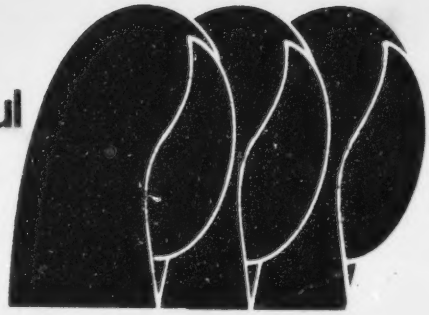
The subject might be child care and training, family planning, money management, horticulture or gardening, laundry problems, etc. The topic is promoted by the radio station well ahead of the live program. At the designated day and hour, usually from 9:30 to 10 a.m., listeners call in questions on the subject to the radio station, where they are answered by an Extension specialist or other authority on the subject. An "electric hookup" makes it possible for people calling in to hear themselves on the air as well as for the audience to hear questions and answers. This method of teaching was first piloted in one city and then moved out to other radio stations in the state.

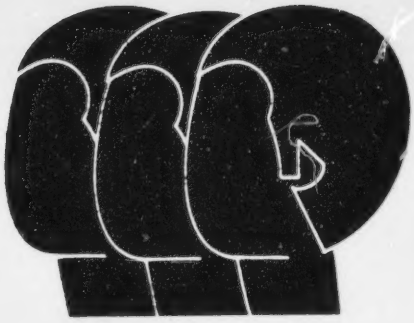
Audio-Visual teaching aids are useful with individuals or groups. Some useful aids are:

- *Talking slides*—magnetically recorded sounds are heard as slides are shown. The equipment is expensive (over $300).
- *Filmstrip and cassette viewers* have a very small screen, effective only for small groups or in individual learning centers. The cost is around $100.
- *Plain or audio flip charts*
- *Audio-cassettes*
- *Video-cassettes*
- *Filmstrips, movies, slides, and overheads*
- *Phonoviewers*
- *Flannel boards*
- *Line drawings*
- *Skits, games, puppet shows.*

THE EXTENSION WORKER SHOULD HELP YOUNG FAMILIES DEVELOP GREATER AWARENESS OF THEIR NEEDS AND OPPORTUNITIES TO BRING ABOUT CHANGE.

Keys To Successful Young Family Programs

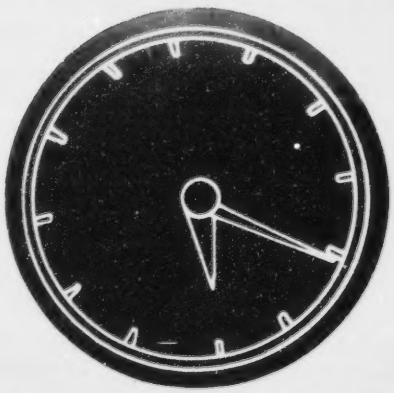




Involve Participants in Planning

Young families need to be involved in program planning and implementation. They like being involved actively in helping themselves and others adjust to changing life styles. *Consult with young families* about decisions concerning:

- *Methods of teaching.*
  - —A variety of methods will reach more young families.
  - —Mass media offer many combinations, such as television with correspondence courses or newsletters; radio with discussion groups, etc.
  - —Self-help or home study packets.
  - —Small group "get-together" lessons.
  - —Short courses, workshops, meetings, and indepth lessons.
- *Subject matter content.* Young families want the very latest, newest, up-to-date information based on current research and facts concerning subjects and skills of interest to them.
- *Time and place.* Activities at *night* in their own neighborhood may be more convenient for young families. They often prefer meeting in the *fall* or *spring*, when the weather is good and summer vacations are over.
- *Selecting and locating the clientle.* Young families may suggest names of friends, neighbors, and relatives as potential participants. Young men and women usually prefer meeting with others who have similar problems and interests. They may suggest:
  - —Brides and grooms (teenagers and older couples in separate groups). Some Extension workers find that couples who have been married several months are more receptive to Extension programs than the newlyweds.
  - —New parents
  - —Parents of preschoolers
  - —Working families.
- *Implementing programs.* Young families might help with publicity, record-keeping and other mechanics of programming.
- *Evaluating.* This is very important. Follow through on young family programs to see if participants think them effective. What were the benefits? Programs could be continued, improved, or eliminated on the basis of these evaluations.



Group According to Interests

- *Families with similar problems* may communicate better. "Working" families have a common interest. "Parents with young children" want a program different from one requested by newlyweds.

- *Workshops* should deal specifically with the problems and needs of young families.
- *Programs* should be flexible so participants can "pick and choose" areas of interest.
- *Subject matter* should have immediate and practical application to young family problems.

Consider Special Needs

- *Initial contacts* should be *person-to-person.* Volunteers might help with home visits to explain Extension and encourage participation.
- *Child care.* Arrange for the care of children. If possible, make this a learning experience for them. The meeting could be held where several rooms are available. A librarian might hold a "children's story hour," or other volunteers could provide educational activities for preschoolers while the Extension lesson is going on.

Use Publicity

Publicity will be most effective directed to a specific audience, such as newlywed couples or new parents. It can build interest and attract young families. A young couple who missed the first program may be intrigued by the publicity and enroll for the next meeting. Use many forms of publicity, including home visits and telephone messages.

Post notices of young family events in locations where family members gather. A card-drop box might be used for collecting enrollment cards. Volunteers could pick up the names regularly for the local Extension young family file, or the potential clientele might mail the cards to the office.

"Hit 'em with everything." Arrange for good newspaper, radio, and TV coverage before, during, and after young family activities. Don't stop with one publicity method. Use as many as you can at one time. An intensified focus on one problem through several media will contact many hard-to-reach young families. The more varied the approach, the more likely it is that young families will have an opportunity to learn during a "teachable moment."

Encourage Volunteers

There are many ways volunteers can serve. Some of these include helping:

- Locate young families.
- Develop and execute mass media publicity about the programs; appear on radio and TV, etc.
- Run the initial "get acquainted" meeting. Volunteers could make name tags, keep records, serve refreshments, etc.
- Conduct the last meeting with the recognition ceremony.
- Teach the subject matter if qualified.
- Provide child care and transportation.

IT IS IMPORTANT TO TRAIN, ASSIST, AND RECOGNIZE THE EFFORTS AND CONTRIBUTIONS OF VOLUNTEERS. GIVE MERIT AWARDS.

Work With Other Groups

Many agencies and organizations deliver educational services to young families. You need to cooperate and coordinate with them. This can increase and expand your programming with young families. Educational programs of Extension and other groups must complement each other. These groups might include:

- Government and community agencies
- Business organizations
- Educational groups
- Religious groups
- Social and ethnic groups
- Political groups.

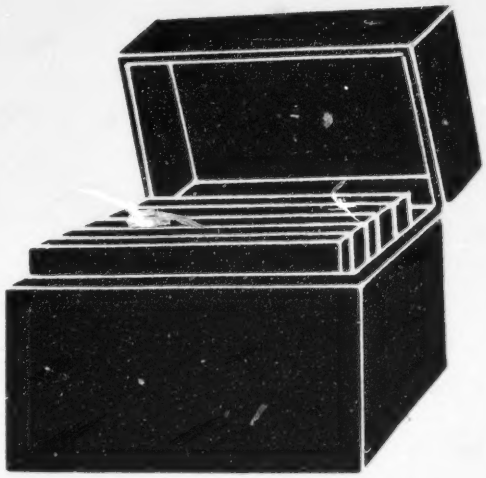
You might co-sponsor young family activities with agencies and serve as a guest instructor. Make use of opportunities to give a lesson for any club or organization composed of young family members. Work with young family groups sponsored by these organizations. Send progress reports to leaders of cooperating agencies via telephone, excerpts of reports, and case studies of individuals' learning. Invite these representatives to attend your achievement programs.

Give credit to cooperating agencies for their contributions.

Keep Names Current

Keeping your list of young family names and addresses up to date is very important. Add or subtract names regularly to keep up with changes in status of the clientele and with those families who move.

A card file will be useful to keep information on each young family. Appoint a committee



to continually review and correct any errors in names and addresses. Assign a secretary or a volunteer to maintain a workable, current list of names.

Divide young family names into subgroups, such as: teenage parents, working families, one-parent families.

Enlarge your clientele constantly. As one group advances in knowledge and into middle age, it is replaced by other teenagers and young adults. Population trends indicate there will be more of this potential audience in the future.

Through programs with young families, Extension can help with guidance and educational assistance in all areas of family living early in the life cycle.

The use of organizational or trade names does not constitute an endorsement of such by the Department of Agriculture to the exclusion of other organizations or trade names which may be suitable.